

### Core Question 3: Is the organization effective and well run?

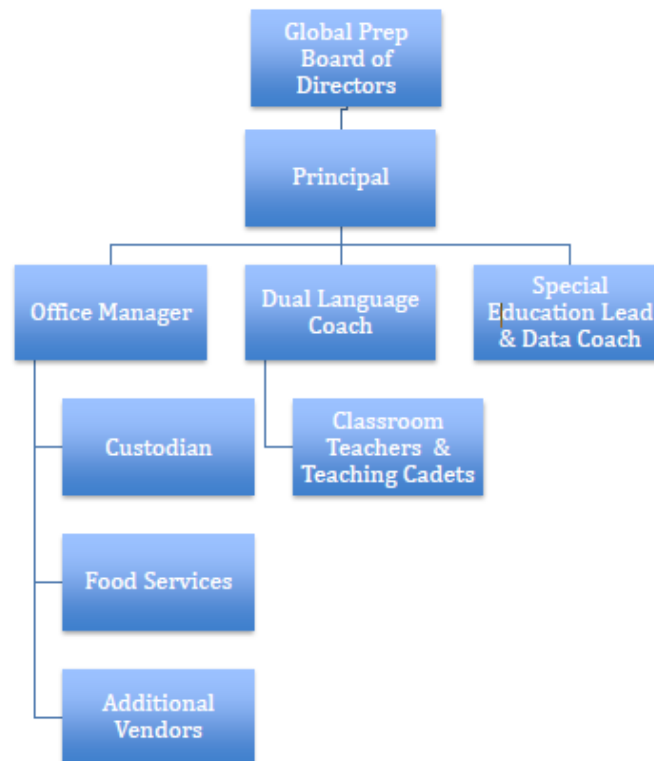
The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of six indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

3.1. Is the school leader strong in his or her academic and organizational leadership?							
Indicator Targets	Does not meet standard		The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school leader complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.1 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	MS	MS					
Sub-indicator Ratings	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						ES
	Leadership stability in key administrative positions						AS
	Communication with internal and external stakeholders						ES
	Clarity of roles among schools and staff						MS
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner						ES
	Consistency in providing information to and consulting with the schools' board of directors						MS

The founder and School Leader of Global Preparatory Academy (GPA) has served for 18 years as a teacher and administrator in Indianapolis, with a proven track record of success in both roles. In the 2016-17 school year, she opened Global Preparatory Academy, an Innovation Network School at IPS Riverside 44.

The School Leader consistently communicated and provided timely updates to internal and external stakeholders, including the school staff, board of directors, Board Chair, Mayor’s Office (OEI), community partners, and families. These updates have informed board discussions and areas of focus for committee meetings. The School Leader also provided a school report at every board meeting, including quarterly student performance data by grade, data on student performance in dual language and non-dual language classes, disaggregated student-level outcomes, interim assessment results, and school events to encourage board member attendance. Additionally, the school leader worked with the board chair to address transportation issues, hired dual-language teachers to prepare pre-k students for the GPA school model, and worked with the board to approve bonuses to retain dual-language teachers. The school leader focused on leveraging academic data to inform coaching and academic interventions for students. While the school did not attain its ISTEP proficiency goals, formative data suggests strong growth across the board. The school also prioritized communications with parents to accelerate academic growth. For example, the school sought to notify parents of students in danger of being retained mid-year, and partnered with families to ensure academic interventions were also happening at home. The school leader also collaborated with the board to hire a marketing consultant for student recruitment and retention.

### Organizational Chart



The School Leader added a Director of Operations during the school year, who was responsible for operational oversight and collaboration with the marketing consultant. The Director of Operations left the school at the end of the school year, resulting in an approaching standard for leadership stability. The School Leader and Business Manager worked closely together in collecting and analyzing relevant data to inform day-to-day decisions. The two have also worked together to produce relevant reports for board meetings to inform governance decisions for the school.

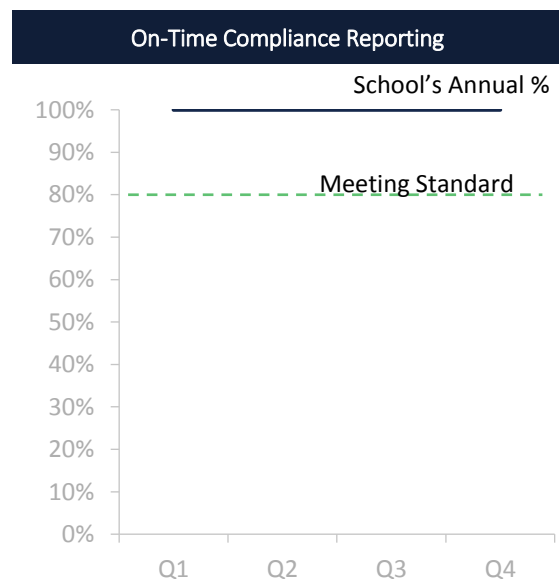
Overall, the school leadership was consistently effective in its organizational and academic oversight and receives a **Meets Standard** for this indicator.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?							
<b>Indicator Targets</b>	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
<b>3.2 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	AS	MS					
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation						ES
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws						AS
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations						MS
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						MS

During the 2016-17 school year, the school maintained a 100% timely compliance reporting of documents to the mayor's office, earning a 100% overall average for the year. However, GPA failed to file for tax-exempt status for the 2017-18 school year, leaving the school out of compliance with the terms of its charter, federal and state laws for the entire school year. As a result, the mayor's office issued the school a Notice of Noncompliance. For compliance with the terms of its charter, GPA maintained an enrollment within a 10% variance of its projected enrollment for the school year. While the school took appropriate steps to reinstate its tax-exempt status, the school receives an approaching standard for this sub-indicator.

The school leader and Business Manager worked closely together to fulfill all governance obligations, and actively participated in all scheduled meetings with OEI.

Overall, GPA receives a **Meets Standard** for this indicator.



<b>3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?</b>							
<b>Indicator Targets</b>	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
<b>3.3 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2016-17	<b>2017-18</b>	2018-19	2019-20	2020-21	2021-22	2022-23
	MS	MS					
<b>Sub-indicator Ratings</b>	Sub-indicator Result						Rating
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter						AS
	Clear understanding of the mission and vision of the school						ES
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary						MS
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training						MS
	Effective and transparent management of conflicts of interest						MS
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns						MS
	Adherence to its charter agreement as it pertains to governance structure						MS
	Holding of all meetings in accordance with Indiana Open Door Law						MS

The board of directors for GPA is active, experienced, and provides competent oversight of the school. The board is comprised of individuals with experience in finance, K-12 education, business, law, social work, and community outreach. The board worked to recruit additional board members this school year, one of last year's goals for the governance committee.

During the 2017-18 school year, the board did not notify OEI of the loss of the school's tax-exempt status. A review of meeting minutes and notes demonstrates the board's clear understanding of and commitment to the school's mission to provide students with an education through dual language immersion and character education. During every board meeting, a board member read the school's mission aloud. Most conversations were rooted in the dual-language aspect of the school's model. The governance committee also developed policies for the school, by which the board referenced several times in its voting actions. The majority of board members contributed to decision-making on behalf of the school. Board members used their legal expertise to refine the school's policies in accordance with Indiana Open Door Law, finance expertise to identify a marketing consultant and revise

#### Skill Sets Represented on Board

Education



Business



Finance



Legal



Community



Social Work



#### Board Overview

**Global Preparatory Academy, Inc. holds the charter for Global Preparatory Academy.**

**9**

**Members**

**majority**

**# Required for Quorum**

**The GPA board meets monthly.**

**This is the first school for Global Preparatory Academy, Inc. It currently does not contract out with any Charter Management Organizations or Education Service Providers.**

the 2018-19 budget, and community outreach to organize an event for Riverside alumni and stakeholders to attend. On various occasions, the board worked with the school leader to address transportation issues, and advocate for dual-language options in the pre-k program for student recruitment. The board also conducted a SWOT analysis alongside the school leader and marketing consultant to identify strengths and weaknesses at the school, and methods to resolve issues.

The Board Chair and School Leader maintained consistent communication with one another and meetings were held as scheduled, met quorum, and abided by Indiana Open Door Law. No conflicts of interest were observed during the school year.

Due to the consistent leadership and stewardship of the board of directors, GPA receives a **Meets Standard** for board governance.

3.4. Does the school's board work to foster a school environment that is viable and effective?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.4 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	MS	MS					
Sub-indicator Ratings	Sub-indicators						Rating
	Regular communication with school leadership and/or its management company						ES
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)						AS
	Collaboration with the school leader to establish clear objectives, priorities, and goals						MS
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans						MS

During the 2017-18 school year, the GPA board held monthly meetings at which the School Leader and Business Manager provided updated reports on school performance. Between meetings, the Board Chair maintained frequent contact with the School Leader. The board did not submit evidence of a formal evaluation tool by which to hold the School Leader accountable during the 2017-18 school year. However, the board provided informal feedback throughout the year, particularly on its main goals and objectives to recruit and retain teachers and students, and work alongside the School Leader to help resolve issues. The board also worked to improve its own performance via participation in several events and trainings including the mayor's office board chair event and Charter Board Partners governance effectiveness training.

In all observed meetings and interactions, the board and the School Leader appeared to have a positive and collaborative working relationship. Meetings and communications were respectful and supportive, indicating a shared commitment to the school's mission. The board provided both guidance and relevant pushback during academic and finance updates. While the board has worked to foster an environment that is respectful, the board must continue to focus on strong academic performance of the school to continue to grow. Overall, GPA receives a **Meets Standard** for school and board environment.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?							
Indicator Targets	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
3.5 Rating	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	MS	MS					
Sub-indicator Ratings	Sub-indicators						Rating
	Health and safety code requirements						MS
	Facility accessibility						MS
	Updated safety and emergency management plans						MS
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community						MS

In 2017-18, GPA's facility met all health and safety code requirements and provided a safe environment conducive to learning. During the school's pre-opening, all required inspections and permits were acquired. The facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. The school was accessible to all, including people with physical disabilities. The Mayor's Office monitoring of GPA's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school **Meets Standard** for this indicator for 2017-18.

<b>3.6. Is the school meeting its school-specific non-academic goals?</b>							
<b>Indicator Targets</b>	Does not meet standard		The school does not meet standard on either school-specific non-academic goal.				
	Approaching standard		School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, OR 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.				
	Meets standard		School is 1) meeting standard on both school-specific non-academic goals, OR 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.				
	Exceeds standard		TBD: Metrics determined based on school-specific non-academic goal, in conjunction with the school.				
<b>3.6 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	ES	ES					
<b>School-Specific Goals</b>	Sub-indicators						Rating
	The school will maintain an 80% student retention rate.						ES
	Global Prep will demonstrate a 95% overall satisfaction rating in an annual survey administered to parent or designated legal guardians.						ES

Each year, Mayor-sponsored charter schools set two non-academic goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2017-18, Global Preparatory Academy set its first goal around student retention. The school reports that most parents have submitted intent to return forms, designating a commitment to return for the 2018-19 school year. The school reports that based on end of year intent to return forms, 87% of students will be retained between the start of the 2017-18 and 2018-19, earning an **Exceeds Standard** on the school's first goal.

GPA set its second goal around parent satisfaction. The school conducted anonymous end of year satisfaction surveys to gauge parent perception. The school reports that 98% of families indicated they were satisfied or extremely satisfied with their experience at GPA, earning an **Exceeds Standard** for the school's second goal.

Overall, GPA received an **Exceeds Standard** on the OEI performance framework for this indicator.